

THE USE OF CARTOON “FROZEN” MOVIE AS VISUAL MEDIA TO IMPROVE THE STUDENTS’ ABILITY IN LEARNING SPEAKING: A CASE OF NINTH GRADE STUDENTS OF SMP SULTAN AGUNG 1 SEMARANG

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ABSTRACT

The objectives of this study are (1) to find out the speaking ability of students in grade 9th of SMP SultanAgung 1 taught without using Cartoon “frozen” movie. (2) to find out the speaking ability of students in grade 9th of SMP Sultan Agung 1 taught with cartoon “frozen” movie. (3) to know the difference in speaking ability of students in grade 9th in SMP Sultan Agung 1 taught with and without using cartoon “frozen” as Media.

This study investigates the speaking ability of the students taught using cartoon “frozen” movie as media, the speaking ability of the students taught without using cartoon “frozen” movie as media, whether or not there is significant difference of speaking ability between the students taught using cartoon “frozen” movie and those taught without cartoon “frozen” as media..

This study, belongs to experimental quantitative method. The population of the study was ninth grade students of SMP Sultan Agung 1 Semarang. In this study, purposive sampling has been used to take the samples. The samples were 9A as experimental group, and 9E as control group. Then, the instruments of this study were test and document.

It was found that the mean of experimental group was 72.53. Meanwhile, the mean of control group was 60.67. The mean of experimental group was higher than the mean of control group. So, it found that there was significant difference of the speaking ability between the students taught using cartoon “frozen” movie and those taught without using cartoon “frozen” movie as media.

From the research findings, it can be concluded that since the use of cartoon “frozen” movie as modelin teaching speaking , the students were more interested in teaching learning process. It was proven based on the computation. The result of t-test was 3.71 and t-table was 2.00. So the value of t-test was higher than t-table ($3.71 > 2.00$). It concludes that using cartoon “frozen” movie as media can promote students speaking ability. Based on the conclusion, some suggestions were proposed for the teacher and the students. The teacher can use cartoon “frozen” movie as media for teaching speaking. The students can use cartoon “frozen” movie to enhance the understanding of the content information, and to promote their speaking ability.

Key words: *Cartoon “frozen” movie, Alternative Teaching Technique, Spea*

Background of the Study

Every human being living in society needs language. Language is an important that helps people make communication among individuals or even nation. People use language as an instrument to form their taught emotion and activities. In the world it is as the official language, International communication and widely used in politic, business and trade.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". Among those four skills, speaking is considered the most difficult one. There are many problems when we learn speaking ,the problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is perceived gap between the existing state and a desire state, or a deviation from a norm, standard or status quo, although most problems turn out to have several solution. Problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty. In this study, the writer will introduce one of the media for the teaching of

speaking to make it pleasing and interesting for the students. Media is a thing that can be used for transferring message from deliverer to receiver so it can stimulate thinking, feeling, attention, and interest also student's attention that lead learning process happened (Sadiman, 2011 : 7). Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Using cartoon movies as means of teaching speaking will feel something new and different from what they usually get in their class. They will feel that they are also a subject and they are given a chance to express their minds, emotions, feelings, and make the students active participation in learning speaking.

This study is concerned with investigating about the use of cartoon "Frozen" movie as visual media to improve the students' active participation in learning speaking: a case of seventh grade students of Smp Sultan Agung I Semarang . Based on the background of the study above, the writer formulates the statements of the problems a follows:

to what extent the students' speaking ability through active participation in learning speaking who are taught without using cartoon

frozen movie? to what extent the students' speaking ability through active participation in learning speaking who are taught using cartoon frozen movie? is there any

significance difference on students ability through active participation in learning speaking between those taught with cartoon frozen and without using cartoon frozen?

Related theories

General Concept of Speaking

Speaking is a communication of two persons or more. There are six importance things considered to be useful that someone can be more fluent in speaking. They are confidence, fluency, and accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural.

Speaking is an articulation of sound to express thought. Tarigan (1990, p.15), says that speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling" opinion and wish. Another expert says that speaking is talk or speaks (Haryanto in Sunardi, 2004, p. 13). If both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

Fulcher (2003:23) speaking is the verbal use of language to communicate with others. It means when people are speaking. In addition, Cornbleet and Carter (2001:17) states that speaking is not just making sound. Birds,

animals, babies make sound and thought it may be communication of sorts, it is not speaking. From the definition above, I can define that speaking is the ability of the students in expressing thought, opinions, or feeling on the form of oral communication. Speaking also can persuade the others to engage a conversation or share talk about something that become an issue in our society.

The age of student is a major factor in our decision about how and what to teach. People of different ages have different needs, competence, and cognitive in skill, we might expect children of primary age to acquire much of foreign language through play. Harmer (2001:271) classifies teenager students character, into:

1. Teenager who seemed to be less lively and humorous than adult. It means that there are not really interest in the learning processes. They are easily getting bored when the teacher explain the material. So the teacher gives the new methods which make the students interested in learning processes.

2. Adolescents can cause discipline problems, it is usually the case that they would be much happier if such problems did not exist. The teacher can give the responsibility for the students. It makes the students responsible for what they do and give punishment when they do not do the assignment. The teacher can give homework everyday for the students. It makes the students study everyday and responsible to their homework. Giving

General concept of movie

In this study the writer explained more about the definition of movie, the function of movie, advantages and disadvantages of movie.

Movie encompasses individual motion pictures, the field of movie or film as an art form, and the motion picture industry. Films are produced by recording images from the world with cameras, or by creating images using animation techniques or special effects. Films are cultural artifacts created by specific cultures, which reflect those culture, and in turn affect them. Film is considered to be an important art form, a source of popular entertainment and powerful method for educating or indoctrinating citizens. The visual elements of cinema give motion pictures a universal power of communication. Some films have become

punishment when they do not do the assignment.

3. Teenagers have a great capacity to learn a great potential for creativity, and passionate commitment to things which interest them. Let the students express their minds, emotions, feeling, attitude, what they want and what they do as long as good for their education. It makes them more interested in learning process.

popular worldwide attractions by using dubbing or subtitles that translate the dialogue. Finocchiaro (1974:113) says that for the English class fall into two categories : 1) those which give insight into various cultural aspects of English speaking countries; and 2) those which are designed to teach the language at various learning levels. Movie could make someone interested to learn something. The teacher could use movie in their teaching learning English-speaking process, it makes the students more interested in learning process. So, if movie increased popularity as a teaching tool is any indication teachers do not want to turn it off. They want to use it to their students' best educational advantage.

In age of information abundance, it is possible to use television as an escape from

reality, and in many families, non-fiction programming is not a part of how television is used in the home.

This might be true for whole movies. However, with short clips we also can catch students' attention and even make them eager

to understand. Movie extracts are easy to use, fun, and in these days of English movies is easy accessible. Almost any movie has parts that we can adapt to variety of language teaching situations at all levels.

Methodology of the Research

The type of this research is quantitative, because the writer was measured the result of In this research, the writer used experimental research. According to Cohen (2007: 282) there were three experimental research designs, they were true-experiment about the use of cartoon "frozen"

Subject of the Research

There are nine classes of the tenth grade students. The population of the tenth grade is 150 students. In this research, the writer has taken two classes as a sample. It contains 60 students, 30 students in each classes. In treatment and post-test will be given in the last. Pre-test was a test which given to the students before the treatment was given. Pre-test was to measure how far the students can understand the material and their ability in speaking. Pre-test gave in a oral test then the student asked to retell the story based from the movie with their own words. Treatment was given after pre-test given

conducting the research, the writer used an instrument to get data. In this study, the writer used a test as instrument. Spoken test was used as an instrument to get and collect the data. The students asked to retell the story from the cartoon frozen with their own words. The writer used a test to measure how far the students could understand the movie. They are written types, practical types, interactive test, oral test, and pictorial test. In this study, the writer uses written test and the test will be given in pre-test and post-test. First, the students will be given pre-test before they get the to the students. Treatment was a way to get the effectiveness of the media in teaching speaking process. The treatment was given to the students before they did the post-test. Post-Test was given in the last after treatments given and the students understand the material well. Post test is to measure the student's speaking after they watched the movie.

Method**of****Data****Collection**

There were several techniques of collecting data in research. The writer has done some procedures to collect the data as follows; the writer choose a class to be an experimental group and control group, the writer gave the pre-test to experimental group and control group, the writer gave treatment to experimental group, the writer gave the post-test to experimental group and control group, the writer analyzed the data to find out the result of the research.

Method of Data Analysis

This study choose the rating scale to scores the students' speaking in retelling cartoon movie. I take the score from the test through pre – test and post – test, to organize the test. The scoring of the spoken test covers five criterions. The five criterions are pronunciation, grammar, vocabulary, fluency, and comprehension.

Discussion

This study focused on improving students' ability in speaking by using cartoon "Frozen" for the ninth grade students of SMP Sultan Agung 1 Semarang. Therefore, to get the objective of this study, there were three meetings such as giving pre-test, treatment, and post-test.

The first meeting was giving a pre-test. Pre-test was given to measure the students' speaking ability. In the pre-test. When the students were conducting the presentation in front of the class, it was documented by doc taking their pictures and recording their voices. The first step, the students told story in front of the class when they performed their story directly. The second step, scored through some aspects, like grammar, pronunciation, vocabulary, fluency and comprehension.

From the result of the research findings, it can be known that the mean of pre-test in experimental group was 60.67 and control group was 59.47. Based on the table criteria of students' achievement, it can be categorized into fail category. In the pre-test, I found that many students got some difficulties in their presentation. First, I found that some students were unconfident when conducted the presentation. They looked shy in starting the presentation. Second, some students got error in grammar. They were still confused what tenses. Third, I found that some students got difficulty in creating vocabulary. So that when they conducted presentation in front of the class, they could not retell the story they had well.

In the second meeting, I gave treatment to the students in 9E as experimental group. In giving treatment, I explained the material about retelling story and asked the students about their favorite story they had seen before. Then, I explained the material and gave example of text with. Then the students asked to watch cartoon "Frozen". The purpose of using cartoon "Frozen" and media was to make students get interested. In the third meeting, I came to the 9A as control group. I discussed the previous material and asked the students about speaking modules.

In the fourth meeting, I gave a post-test in 9E and 9A. The purpose of giving post-test was to know the students' improvement of speaking ability of the ninth grade students of SMP Sultan Agung Semarang in academic year 2013/2014. The students were asked to make text orally in front of the class. In the post-test, the students came in to the front of the class one by one. When the students were conducting the presentation in front of the class, I recorded their presentation. From the result of research findings, the mean score of students' achievement who were taught using cartoon frozen is 72.53. It was consulted to the mean score by Brown that

is in level 70 –79, and it was categorized into *Adequate* category. It means that the students' achievement was increase and they have mastered in speaking using cartoon "frozen". Whereas the mean of the students who are taught without cartoon "frozen" is 63,6. So, it can be categorized into *Inadequate* category. It shows that teaching speaking without using cartoon "frozen" did not effective than teaching speaking using cartoon "frozen". It means that there is significant difference of students' ability in speaking who were taught using cartoon "frozen" and who were taught without cartoon "frozen".

According to the result of pre-test, post-test, and hypothesis, it shows that using cartoon "frozen" movie in improving the students' speaking ability of the ninth grade students of SMP Sultan Agung Semarang in academic year 2013/2014 is effective. Based on the computation, the result of t-test is 3.71 and the percentage of t-table value for 5% is 2.00. It showed that the result of the t-test is higher than t-table ($3.71 > 2.00$). It means that hypothesis (H_a) is accepted, because there is significant difference of the students' ability in speaking between the students who are taught using cartoon "frozen" and those

who are taught without using cartoon “frozen”.

Using a good method or technique could make the students become more fluent and confident in speaking English inside or outside of classroom. It has been proved by the result of this study. Before being used cartoon “frozen movie as media”, it could have been seen that the

students had less confidence in speaking, so their speaking ability was getting low too. Then, when “frozen” cartoon was used, their confidence was increased and their speaking ability was improved. This data can be a consideration for some teachers who want to improve their students’ speaking ability.

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